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OBSERVATIONS ON PUPIL-TEACHER
TRAINING IN SOUTH AFRICA*

By E. EYBERS

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PUPIL-TEACHER training originated with the schools of the Society "Pro Bono Publico" in the Netherlands in the latter half of the 18th century. It was elaborated by Bell and Lancaster in the beginning of the 19th century. With the passing of the Cape into British hands in 1795, the South African system began to assume a British coloring. Thus we must turn to the monitorial system of Lancaster to find the earliest traces of the pupil-teacher training which today forms so considerable a part of teacher training at the Cape.

This system was introduced about 1818, and exerted considerable influence for about two decades, furnishing the much needed teachers for a pioneer colony. But the system was too rigid, the training too superficial, the methods too mechanical, and the discipline too strict for more than temporary influence to be felt, and at the same time the anglicization policy of the British, with resulting boycott of English schools by the Boers, shortened the duration of the monitorial schools.

In 1841 a normal school modelled on the normal school at Glasgow was founded, but it did not contribute perceptibly in supplying trained teachers for the Cape. Subsequent efforts in this direction were more successful, but the supply was always far too small for the demand.

It was to meet this demand that the pupil-teacher system was definitely adopted as a fixed policy. During the last quarter-century pupil-teacher training has been tried on a large scale with varied success. The *last three years of the high school* are devoted to professional training. The rating of the subjects of the Third Year Examination will give some idea of the course:

Subjects	Marks
Class teaching	150
School management	130
Blackboard drawing	50
Manual training..... (2nd year high school pass)	
Physical exercises (No special examination)	
Reading	60
Recitation	40
Dutch or English	100
History of English or Dutch language.....	100
Arithmetic	100
Geography	120
History (not South African)	100

* This article is written from memory, without printed data and must necessarily be incomplete.—E. E.

Any two of the following 150
Drawing, Music, Math., Botany, Elem. Phys. Science, French, German, Latin, Hygiene, and First Aid.

Total.....1,100

In the better high schools courses in teaching under supervision are regularly offered the pupil- or student-teachers. In the past this was merely a system of exploitation at the expense of pupils and pupil-teachers, but instruction is now given by capable *normally trained* high school teachers, except in certain cases where a special method-master is employed. It has been found that a dozen or more training centres at convenient points serve infinitely better than a much larger number offering opportunities less extensive and conditions less favorable. The tendency, therefore, is to abolish centres where such action seems warranted, to concentrate effort on those that give promise of usefulness, and to found new ones where considered desirable. If this process of elimination can be more extensively applied and the barriers of conservatism and vested interests be successfully overcome, the result will be a better trained and more efficient teaching force with a smaller expenditure of money.

In 1914 there were about 1,700 white student-teachers in Cape Colony under training in the three-year course which closes with the Third-Year Senior Examination, or T. 3. (senior). During the same year about 1,500 colored students were distributed among the three years of training necessary for the Teachers Third Class Junior Certificate. Three out of every four *schools* in Cape Colony are one-teacher (rural) schools. The pupil-teacher system is successfully meeting the demand for trained teachers for these schools. Such teachers are paid \$300 and free board and lodging for uniform school terms of nine and a half months, and to them are entrusted the education of that section of the people which forms the backbone of the country. With all the inadequacies of the system, some of which will be considered, it yet meets a most difficult situation with a fair degree of success, for it supplies trained teachers to even the small pioneer schools of the country, as probably no other scheme could have done.

During the course of professional training student-teachers are not allowed to prepare for high school graduation with a view to entering college at some future date. Nor does the final pupil-teacher examination admit to college. Upon completing the third year of their course the students take the T. 3 examination. They then join the vast army of T. 3 teach-

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basis. Perhaps here is the way out of our difficulties.
—L. A. W.

CLASSICAL ASSOCIATION OF MIDDLE WEST AND SOUTH TO MEET IN ATLANTA

THE following self-explanatory letter is going out to the classical teachers of the South:

To the Classical School of the South:

We have an unusual opportunity in the coming meeting of the Classical Association of the Middle West and South, in Atlanta, April 10-12. The invitation to Atlanta was extended by the Mayor of Atlanta, the Governor of Georgia, the Chancellor of Emeory University, the President of Oglethorpe University, the President of the Georgia State School of Technology, the Chamber of Commerce, and by other local organizations. Atlanta is a great Southern city, and we are assured of a cordial welcome. We are writing to invite and urge you to meet with us in Atlanta. If you are not a member of the Association, we want you to be there anyway.

This is the first time the association has met in the Southeast. We must use this opportunity and rally to Atlanta in full numbers. Extend this invitation to all your friends who are interested in the classics, whether teachers or not.

The program will be a good one. Many prominent teachers will be present, men of whom you have heard and whom you will like to know personally. Several of the speakers are from other lines of work, some are prominent business men, but firm friends of the classics. There will be a special program on the teaching of Latin in the high schools and normal schools. It is understood, however, that the program will not be overcrowded this year and full time will be given to free discussion of the various topics.

This invitation to you is very urgent. We really want to see in Atlanta every teacher of Latin and Greek in the entire South. A day or two spent with your fellow-teachers will help you and them, and at the same time strengthen the cause in which we are all working, that of real education. We hope to see you in Atlanta at this meeting, April 10-12.

Sincerely yours,

JOSIAH B. GAME, Florida State College for Women
CHARLES E. LITTLE, George Peabody College for Teachers

E. L. GREEN, University of South Carolina

W. D. HOOPER, University of Georgia

E. K. TURNER, Emory University

W. B. SAFFOLD, University of Alabama

A. W. MILDEN, University of Mississippi

GEORGE HOWE, University of North Carolina

C. W. PEPPLER, Trinity College

EDWARD A. BECHTEL, Tulane University

February 19, 1919.

There can be no successful experiment in democracy where free education for all does not prevail. And the converse is true—where there is a strong public school system, democracy will surely take root. The progress of education marks the progress of democratic ideals and principles, that is to say, of self-government.—CHARLES H. BRENT.

OBSERVATIONS ON PUPIL-TEACHER TRAINING IN SOUTH AFRICA

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ers who in the majority of cases remain professionally in a blind alley. This is one of the worst features of our pupil-teacher system. With wise administration it surely can be overcome.

Teachers selected to superintend pupil-teacher studies are entitled to remuneration as follows: for each indentured (registered) pupil-teacher making a first grade in the final examination, \$25, and for each pupil-teacher of second grade standing, \$20. No bonus is given in training schools or in high schools where a method-master or mistress is regularly employed. In some cases a small bonus is paid upon promise of the pupil to teach or refund the money to the government—an obligation not always lived up to.

Persons who have gained the T. 3 certificate may become teachers in any of the lower grades of the Cape schools. Ability and experience insure regular annual increases of salary. Starting on the lowest rung of the professional ladder, a T. 3 teacher draws \$500 for the first year. Continuing in elementary grade work the salary rises to \$950 in fifteen years. Farm-school teachers get \$300 and free board and lodging for the first year.

CONCLUSIONS

The system must be regarded as a makeshift. It is cheaper than any other system if you think merely in terms of government budgets. But if you think in terms of opportunities lost to children and the country as a whole the system is most expensive. The teachers have gained their professional training on too low a plane.

Still, for the present at any rate, it is the only workable scheme. However inadequate the training may be in many cases, the fact remains that hundreds of trained teachers are made available every year to positions in town elementary and in rural schools. In that it successfully meets a definite situation and supplies an immediate demand, the system must be considered a success.

Some way must, however, be found to enable pupil teachers to gain entrance to the universities and the normal schools, if they so desire.

In a word, the pupil-teacher system is a *sine qua non* at the present time, and probably will be for a quarter or half a century to come. It is merely a tentative solution of the problem. From now on every effort must be made not only to improve the system as a whole, but also to be ready with a more satisfactory scheme when the time for such an improvement seems to have come.